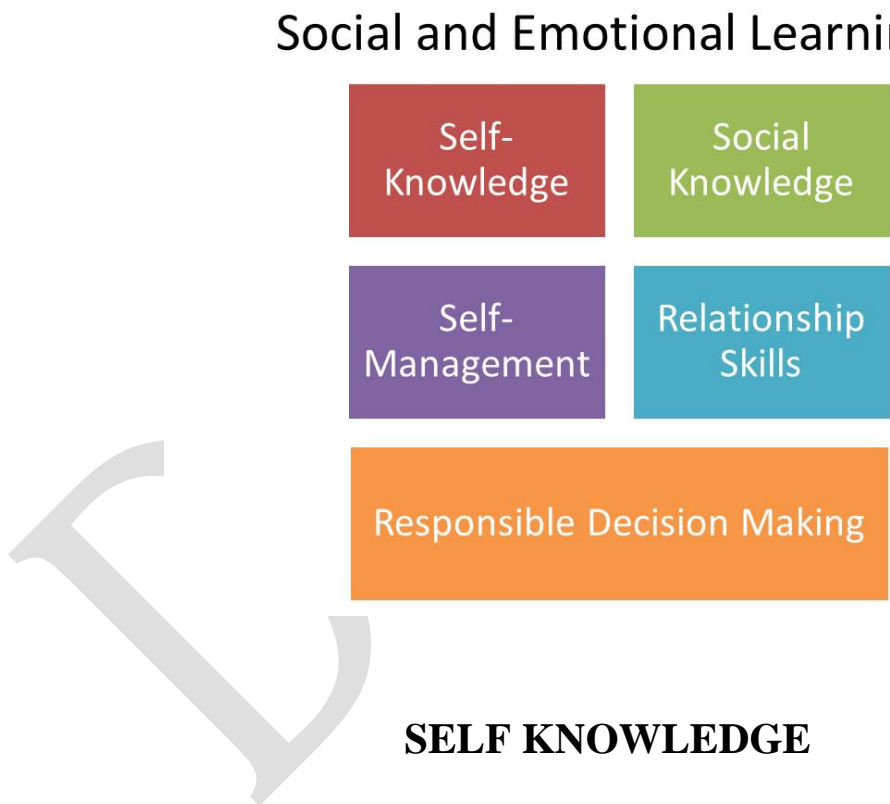


In 2014, in *Building the Foundations of Future Success for Children from Birth Through Grade 3*, the Commonwealth of Massachusetts identified essential competencies across the cognitive, social and emotional, linguistic, and physical domains that should be demonstrated by our youngest citizens from birth through grade 3 in order to ensure that they are on the pathway to future success. Essential competencies in Social and Emotional development were defined as follows:

“All children from birth through grade 3 will develop and maintain trusting, healthy, and positive interactions and relationships with both adults and peers; develop a positive sense of self and self-efficacy; express a healthy range of emotions in socially and culturally appropriate ways; understand the role of social interactions; and develop the skills needed to regulate attention, impulses, and behavior.”

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five interrelated sets of cognitive, affective and behavior competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Recognizing the overlapping nature of developmental domains and the resulting standards, it is challenging to neatly sort competencies into “buckets.” The overlapping skills are mutually influential and dependent. As illustrated in the graphic below, the skills related to self-knowledge and self-management as well as social knowledge and relationship skills all contribute to responsible decision making.



**Skill: Identifying and Expressing Emotions**

The domain of self-awareness links closely with self-management and with social awareness. The standards in this section refer to the child’s awareness and expression of his/her own feelings, preferences, and capabilities. Standards related to management (regulation) of feelings in relation to behavior are found under self-management. Self-awareness and the ability to understand and label emotions are forerunners of, and foundational to interactions and relationships with others, and therefore critical to school success and to a satisfying and successful life.

**Standard SEL1: The child will be able to recognize, identify and express emotions.**

By the end of Preschool, the child will be able to...	By the end of Kindergarten, the child will be able to...
SEL1aP. recognize and label basic emotions (i.e., happiness, sadness, anger, fear, surprise) and associate them with words, facial expressions, and/or gestures.	SEL1aK. learn terms related to complex emotions and associate them with facial expressions, body language, and behaviors (e.g., pride, embarrassment, shame, guilt, anxiety).
SEL1bP. begin to develop a rich vocabulary related to emotions/feelings.	SEL1bK. use rich and specific vocabulary related to the nuances of emotions (e.g., happy=ecstatic, glad, joyful, elated, delighted, pleased, etc.).
SEL1cP. express a range of emotions appropriately through gestures, actions, or language with adult modeling and support.	SEL1cK. share own feelings in a variety of ways (e.g., through speaking, writing, drawing, dramatization).
SEL1dP. demonstrate beginning understanding of connection between feelings and behaviors (e.g., “If ___, then ___”).	SEL1dK. describe reasons for own feelings and situations that cause them (triggers).

**Skill: Accurate Self-Perception:** Self-concept/self-perception can be defined as recognition of the attributes, abilities, attitudes and value that children believe define them.

**Standard SEL2: The child will demonstrate accurate self-perception.**

By the end of Preschool, the child will be able to...	By the end of Kindergarten, the child will be able to...
SEL2aP. identify some personal characteristics such as gender, physical characteristics, abilities, preferences, interests (e.g. “I am/I can...”).	SEL2aK. describe multiple personal characteristics realistically (e.g., abilities/skills or preferences).
SEL2bP. know some important information about self (i.e., first and last name, parents’/guardians’ names).	SEL2bK. share information about self with others, and recognize when sharing information is not appropriate.
SEL2cP. show recognition of self as a unique individual.	SEL2cK. compare/differentiate own physical characteristics, preferences, thoughts, and feelings from those of others (e.g., “I have brown eyes, he has blue eyes;” “I like ___; he likes ___”).
SEL2dP. identify personal and family structures (show awareness of themselves as belonging to one or more groups).	SEL2dK. demonstrate awareness, and appreciation of self as part of a family, culture/ethnicity, community, or group.
SEL2eP. demonstrate personal preferences and explain the reason for the choice.	SEL2eK. explain the effect of one preference over another (e.g., “If I eat my snack now it could spoil my lunch so I think I should save it.”)

**Skill: Self-Efficacy (confidence/competence)**

Self-efficacy is the belief that one can achieve a task by using one’s own capabilities. Confident children feel positive about their ability to do things or to adapt to changing situations. A confident child is willing to take a reasonable risk, to express or defend ideas, try new experiences, or engage in challenging tasks.

<b>Standard SEL3: The child will demonstrate self-efficacy (confidence/competence)</b>	
<b>By the end of Preschool the child will be able to...</b>	<b>By the end of Kindergarten the child will be able to...</b>
<b>SEL3aP. show confidence in own ability to accomplish tasks and satisfaction in completion.</b>	<b>SEL3aK. show pride in own work and make positive statements about self.</b>
<b>SEL3bP. show delight in mastery of skills or tasks</b>	<b>SEL3bK. appropriately share successful mastery of skills or tasks with others.</b>
<b>SEL3cP. independently use skills for daily living with confidence and competence.</b>	<b>SEL3cK. attempt to do things on their own even when tasks are challenging.</b>
<b>SEL3dP. demonstrate reasonable confidence and/or caution in approaching new experiences.</b>	<b>SEL3dK. demonstrate confidence in own abilities as well as realistic perception of limitations (e.g., challenges or areas in which he/she might need assistance).</b>
<b>SEL3eP. speak out for, or take action to defend self or meet own needs/rights.</b>	<b>SEL3eK. express independent thoughts, defend ideas, and prevent being taken advantage of.</b>

## SELF-MANAGEMENT

CASEL defines self-management as the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

### Skill: Impulse Control and Stress Management

The ability to control/manage one's impulses and behaviors impacts relationships as well as attention and academic performance. In order to function successfully in school and in life, children need to develop the ability to think before they speak and act, and stop themselves from acting impulsively. This skill also involves adaptability/flexibility. The ability to inhibit a behavior and/or engage in a particular behavior on demand is used not only in social interactions, but in thinking as well (e.g., to read the word *cat* when it appears under a picture of a dog, a child must overcome the desire to pay more attention to the picture and instead focus on the word). The foundations of adaptability occur through social settings/experiences and can gradually be refined and applied to other areas.

#### Standard SEL4: The child will demonstrate impulse control and stress management.

By the end of preschool the child will be able to...	By the end of kindergarten the child will be able to...
SEK4aP. with adult support, use strategies to manage intense or difficult feelings (e.g., pounding clay, taking a deep breath, drawing a picture, etc.).	SEL4aK. independently use coping strategies to manage intense or difficult feelings or decrease levels of distress (e.g., separating self, counting to ten, etc.).
SEL4bP. begin to regulate impulses (e.g., communicate wants/needs; wait for something they want) with adult assistance.	SEL4bK. manage, regulate, and communicate wants/needs (e.g., use strategies to help delay gratification such as choosing an alternative).
SEL4cP. identify challenging situations and use positive skills to deal with them (e.g., recognize that everyone makes mistakes).	SEL4cK. analyze challenging situations and identify ways to address them in a healthy way (e.g., strategies for handling mistakes such as erasing, correcting, starting over, etc.).
SEL4dP. follow rules and adjust/modulate behaviors appropriately in familiar settings without reminders (e.g., indoor/outdoor).	SEL4dK. follow rules and modulate behaviors (voice level, body movement, etc.) appropriate to various settings with minimal adult support (e.g., library, hallways, auditorium, bus, cafeteria, etc.).
SEL4eP. adapt/transition from one environment or activity to another with support (e.g., from home to school; playground to classroom; to unfamiliar settings, etc.)	SEL4eK. independently adapt/transition among environments or activities with minimal support (e.g. re-entering classroom after out of class activities; from one activity to another).
SEL4fP. make changes in thinking or actions. (e.g., implement suggestions from adult or peer; substitute materials, etc.)	SEL4fK. demonstrate flexibility in thinking or actions (e.g. ask for suggestions; think of alternatives, adapt to unexpected changes).

## SOCIAL KNOWLEDGE

CASEL defines social awareness as the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. In this competency cluster children gain the ability to take information and understanding they are gaining about themselves and, turn outward, and apply it to others.

### Skill: Empathy

Empathy is the experience of understanding another person's emotions or situations from their perspective by placing one's self in their shoes. If a child cannot identify and label his/her own feelings, recognizing, naming, and understanding another's emotions is out of his/her reach. Perspective taking is rooted in a cognitive skill called, 'Theory of Mind.' - an understanding of other people's mental states (their thoughts, feelings, desires, motivations, intentions). It requires the application of self-awareness to the understanding of others and is essential to social competence; the development of a sense of fairness and is a foundation for conflict resolution.

### Standard SEL5: The child will demonstrate empathy.

By the end of Preschool the child will be able to...	By the end of Kindergarten the child will be able to...
<b>SEL5aP. begin to understand that different people may have different emotional reactions.</b>	<b>SEL5aK. recognize how others' feelings about a situation differ from his or her own.</b>
<b>SEL5bP. demonstrate awareness aware of others' non-verbal and verbal expressions of feelings.</b>	<b>SEL5bK. recognize, label, and connect with others' expression of feelings (e.g., explain reasons/cause).</b>
<b>SEL5cP. respond to another's emotions and needs (e.g., give comfort; report to an adult).</b>	<b>SEL5cK. respond to another's emotions and needs (e.g., share a similar personal experience; advocate for someone; relinquish an object or turn for another).</b>
<b>SEL5dP. with support, begin to anticipate others' feelings and responses (e.g., what will happen if...?)</b>	<b>SEL5dK. predict others' feelings, responses, and behavior, and make decisions accordingly.</b>
<b>SEL5eP. show regard for other living things (e.g., a class pet, a plant).</b>	<b>SEL5eK. care for and support other living things.</b>

### Skill: Respect for Others

The child gradually begins to understand him/herself in a broader context, including awareness/appreciation and respect for differences among people such as race, culture, language, special needs, and family structures. Embracing differences contributes to empathy, reduces bias, and greatly reduces the likelihood of bullying behaviors. Respect means seeing and honoring the value in others. Its foundation is in identifying and appreciating one's own strengths and vulnerabilities and applying that understanding to other people. Showing respect means acting in a way that demonstrates care about their emotions and well-being through courtesy, consideration, and appreciation. This also involves some knowledge of the social conventions of various contexts.

### Standard SEL6: The child will recognize diversity and demonstrate respect for others.

By the end of Preschool the child will be able to...	By the end of Kindergarten the child will be able to...
<b>SEL6aP. demonstrate awareness of likenesses/differences among people (e.g., gender, race, special needs, language, family structures).</b>	<b>SEL6aK. acknowledge similarities and differences among people (e.g., cultural, linguistic, abilities, etc.).</b>

<b>SEL6bP. ask questions about others’ families, language, and culture.</b>	<b>SEL6bK. begin to recognize stereotypes and culturally or linguistically unfair or biased behavior.</b>
<b>SEL6cP. begin to understand that different people have different abilities.</b>	<b>SEL6cK. identify and appreciate the abilities, skills and qualities of others.</b>
<b>SEL6dP. begin to understand that different people may have different ideas, desires, and perspectives.</b>	<b>SEL6dK. accept the validity of others’ perspectives, ideas, and motivations (e.g., they not ‘wrong’ just different).</b>
<b>SEL6eP. show respect for others by using social conventions with some support (e.g., please/thank you; listen when others speak).</b>	<b>SEL6eK. show respect for others by using social conventions (e.g. raising hand to speak, taking turns,, respecting adult authority, etc.).</b>
<b>SEL6fP. with support, balance own needs with others’ needs (e.g., sharing materials, asking for a turn).</b>	<b>SEL6fK. independently balance own needs with needs of others (e.g., dividing materials, giving up an object, moving to accommodate space for another).</b>

## RELATIONSHIP SKILLS

Relationship Skills are defined as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

### Skill: Communication

Interpersonal communication is essential to develop and maintain relationships. Communication enables children to share commonalities and connect with others in a meaningful way. In this context, communication goes beyond speech and oral language, and extends to the recognition, sharing, and understanding of thoughts, ideas and feelings. Communication can involve conversations, however, all children, including those with diverse needs or who are dual language learners, may communicate/share their personal thoughts, feelings, and needs with other children or adults in a variety of non-verbal ways (e.g., facial expression, body language, communication boards, drawings, movement, etc.).

#### Standard SEL7: The child will demonstrate the ability to communicate with others in a variety of ways.

By end of Preschool the child will be able to...	By end of Kindergarten the child will be able to...
SEL7aP. engage in meaningful communication or conversations with other children throughout the day.	SEL7aK. initiate and engage in multiple and reciprocal communications or conversations with other children throughout the day.
SEL7bP. engage in meaningful communication or conversations with adults in the classroom with multiple interchanges.	SEL7bK. initiate and engage in substantive/focused communication or conversation with adults in the classroom.
SEL7cP. listen (or demonstrate attention) when others talk or communicate in non-verbal ways.	SEL7cK. listen (or demonstrate attention) when peers or adults talk or communicate in non-verbal ways.

### Skill: Social Engagement and Relationship Building

Children who demonstrate attachment, engage in positive social interactions, and use their knowledge of self to understand and form bonds with others have also been found to show more enthusiastic attitudes toward learning. Strong teacher/child relationships have been shown to support academic success. Both peer and adult relationships support positive self-image and feelings of confidence.

#### Standard SEL8: The child will engage socially, and build relationships with other children and with adults.

By end of Preschool the child will be able to...	By end of Kindergarten the child will be able to...
SEL8aP. engage in interactions with other children based on common interests.	SEL8aK. initiate, expand, and enhance interactions with other children (e.g., invent and set up activities).
SEL8bP. develop one or more special friendships (e.g., seek out one or more particular children).	SEL8bK. form and maintain increasingly closer friendships (e.g., show loyalty, demonstrate concern for needs/wants of particular children).
SEL8cP. develop trusting relationships with one or more adults in the early education and care setting.	SEL8cK. demonstrate a trusting, caring relationship with one or more adults in the kindergarten setting.



<b>SEL8dP. separate from adults to play with peers with ease.</b>	<b>SEL8dK. build positive relationships with more than one other child.</b>
<b>SEL8eP. use play to explore, understand, and practice social roles and relationships (e.g., assume various roles in dramatic play).</b>	<b>SEL8eK. use play to extend practice of social roles and relationships (e.g., dramatic play using dialogue and/or props).</b>

### Skill: Conflict Management

Conflict management requires the ability to analyze social situations, identify problems, set prosocial goals, and determine effective ways to solve differences. Conflict Management abilities begin with the acquisition of basic self and social skills, especially listening and perspective-taking. They expand with support and multiple and varied opportunities to identify and resolve simple social problems using reasoning, judgment, critical thinking and language. Negotiation is one way children learn to manage conflict, and is evident when young children begin to use language to meet their needs or resolve conflicts. Development of this skill requires the development of self-awareness, perspective-taking, empathy, and respect (e.g., “What do I need/want? What does the other person need/want? How can both our needs be met?”). Positive negotiation processes include shared interest in the issue and consideration of “all-gain” outcomes.

<b>Standard SEL9: The child will demonstrate the ability to manage conflict.</b>	
<b>By end of Preschool the child will be able to...</b>	<b>By end of Kindergarten the child will be able to...</b>
<b>SEL9aP. recognize social conflicts (e.g., identify that conflict exists; listen to adult guidance).</b>	<b>SEL9aK. recognize and act on conflict situations in a positive manner (e.g. explain situation with objectivity; listen to others’ perspectives or solutions.)</b>
<b>SEL9bP seek advice or assistance from peers and/or adults to resolve conflict, when appropriate (e.g., talk through conflict; develop solutions).</b>	<b>SEL9bK. demonstrate ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>
<b>SEL9cP. begin to use negotiation skills (e.g., state own position with reason).</b>	<b>SEL9cK. listen to and understand others’ position with reason.</b>
<b>SEL9dP. with modeling and support, negotiate with others to meet own needs and goals (e.g., understand if/then statements, trades, etc.).</b>	<b>SEL9dK. initiate and engage in compromise or bargaining strategies to seek a middle ground or a win/win goal (e.g., if you __, I will __; concessions).</b>
<b>SEL9eP. with support, consider prevention strategies for interpersonal conflicts.</b>	<b>SEL9eK: identify strategies for preventing interpersonal conflicts.</b>

### Skill: Help Seeking and Offering Help

Help seeking is an activity that can be key in learning and achievement. It helps children understand the use of adults, peers and materials as resources, and promotes independence rather than dependence. For example, adult assistance can support the development of preschool children’s self-regulated learning strategies and independent pursuit of goals. In addition, it provides a model for helping others and building confidence and competence.



<b>Standard SEL10: The child will demonstrate the ability to seek help and offer help.</b>	
<b>By end of Preschool the child will be able to...</b>	<b>By end of Kindergarten the child will be able to...</b>
<b>SEL10aP.</b> recognize when assistance is needed (e.g., when frustration level is reached).	<b>SEL10aK.</b> attempt reasonably challenging tasks independently before requesting assistance.
<b>SEL10bP.</b> identify external supports (e.g., an adult they trust; how/where to get help and support).	<b>SEL10bK.</b> describe and use appropriate strategies for seeking assistance (e.g., big problem vs. small problem).
<b>SEL10cP.</b> ask for help from adults or peers, and identify the kind of help needed.	<b>SEL10cK.</b> display comfort and skill in asking for assistance from adults or peers (e.g., request help in socially acceptable ways).
<b>SEL10dP.</b> recognize when another needs help.	<b>SEL10dK.</b> recognize when another needs help and offer or give assistance.

## RESPONSIBLE DECISION MAKING

CASEL defines Responsible Decision Making as “The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences, and the well-being of self and others. Responsible decision making includes problem identification and situation analysis; problem solving; evaluation and reflection, and personal, social, and ethical responsibility (Massachusetts Department of Elementary and Secondary Education, *Guidelines on Implementing SEL Curricula*).

### Skill: Personal, Social, and Ethical Responsibility

Young children are egocentric, and self-interest is the first motivator of behavior. With increased experience in being part of a group or community, and with the guidance of responsible adults, children develop the ability to view the impact of individual decisions on a larger social sphere, and consider the well-being of the group, school, or community. As children learn to distinguish between right and wrong, they learn when it is appropriate to use refusal skills to resist negative influences. For preschool and kindergarten children, such decisions mostly relate to complying with classroom rules, resisting peer pressure, and controlling aggression or disruptive behavior. As this capacity grows, children are more able to anticipate outcomes, consider the welfare of others, and spontaneously use strategies that either decrease the likelihood of conflict or negative results, or that produce benefits to others.

#### Standard SEL11: The child will demonstrate beginning personal, social, and ethical responsibility

By the end of Preschool the child will be able to...	By the end of Kindergarten the child will be able to...
SEL11aP. demonstrate beginning understanding of reasons for rules.	SEL11aK. communicate reasons for rules.
SEL11bP. understand and follow rules, limits, and expectations with adult assistance.	SEL11bK. understand and follow rules, limits, and expectations with minimal guidance.
SEL11cP. show willingness to take responsibility (e.g., helper or leader role).	SEL11cK. take on responsibilities and follow through on them (e.g. volunteer for and carry out tasks).
SEL11dP. identify and understand what a problem is (e.g., define/describe a social/ethical problem).	SEL11dK. identify and communicate a social/ethical problem (e.g. describe and report a problem).
SEL11eP. with support, identify possible solutions to a social/ethical problem.	SEL11eK. identify possible causes and solutions for a social/ethical problem.
SEL11fP. recognize situations that are safe vs. dangerous (e.g., appropriate vs. inappropriate touch).	SEL11fK. recognize situations as safe vs. dangerous and know what action to take. (e.g., stranger danger, weapons, etc.)
SEL11gP. recognize negative peer pressure (e.g., when peer suggestions are in conflict with rules or appropriateness).	SEL11gK. resist negative peer pressure (e.g., refuse to participate in peer actions that are in conflict with rules or appropriateness such as bullying, spitting, etc).
SEL11hP. recognize teasing/bullying and get support from an adult.	SEL11hK. take steps to stop teasing/bullying and/or deal with it effectively.

### **Skill: Evaluation and Reflection**

The development of self-regulation involves growing capacities to suppress/restrain impulses. As children gain experience in social relationships and become familiar with structured environments and routines, they are better able to consider the potential consequences of actions and behavior based on past experience. They can also recall, reflect on, analyze, and evaluate their actions/behaviors, and make choices to be more deliberate and intentional in their decisions and actions.

<b>Standard SEL12: The child will demonstrate the ability to evaluate and reflect on the results of their actions and decisions.</b>	
<b>By the end of Preschool the child will be able to...</b>	<b>By the end of Kindergarten the child will be able to...</b>
<b>SEL12aP. begin to draw connection between actions and consequences (e.g., describe how their actions or behaviors affected others).</b>	<b>SEL12aK. predict or analyze the consequences of actions and behaviors (e.g., possible alternatives; what could happen or what might have happened if...).</b>
<b>SEL12bP. begin to recognize appropriate vs. inappropriate decisions/solutions (e.g., wise vs. unwise and why).</b>	<b>SEL12bK. reflect on how s/he handled a situation and identify behavior choices as appropriate or inappropriate (wise vs. unwise).</b>
<b>SEL12cP. begin to evaluate the impact of personal choices/decisions (e.g., on personal safety, relationships, group interactions).</b>	<b>SEL12dK. reflect on outcomes of decisions and evaluate the effectiveness of solutions. (e.g., if/how the solution resolved the problem from more than one perspective).</b>